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EXAMINER

BUSS, BENJAMIN J

ART UNIT	PAPER NUMBER
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2129

DATE MAILED: 02/28/2006

Please find below and/or attached an Office communication concerning this application or proceeding.

Office Action Summary	Application No. 09/868,695	Applicant(s) ROSENFELD ET AL.	
	Examiner Benjamin J. Buss	Art Unit 2129	

-- The MAILING DATE of this communication appears on the cover sheet with the correspondence address --

Period for Reply

A SHORTENED STATUTORY PERIOD FOR REPLY IS SET TO EXPIRE 3 MONTH(S) OR THIRTY (30) DAYS, WHICHEVER IS LONGER, FROM THE MAILING DATE OF THIS COMMUNICATION.

- Extensions of time may be available under the provisions of 37 CFR 1.136(a). In no event, however, may a reply be timely filed after SIX (6) MONTHS from the mailing date of this communication.
- If NO period for reply is specified above, the maximum statutory period will apply and will expire SIX (6) MONTHS from the mailing date of this communication.
- Failure to reply within the set or extended period for reply will, by statute, cause the application to become ABANDONED (35 U.S.C. § 133). Any reply received by the Office later than three months after the mailing date of this communication, even if timely filed, may reduce any earned patent term adjustment. See 37 CFR 1.704(b).

Status

- 1) ☒ Responsive to communication(s) filed on 7-October-2005.
- 2a) ☐ This action is **FINAL**. 2b) ☒ This action is non-final.
- 3) ☐ Since this application is in condition for allowance except for formal matters, prosecution as to the merits is closed in accordance with the practice under *Ex parte Quayle*, 1935 C.D. 11, 453 O.G. 213.

Disposition of Claims

- 4) ☒ Claim(s) 1-18 is/are pending in the application.
- 4a) Of the above claim(s) _____ is/are withdrawn from consideration.
- 5) ☐ Claim(s) _____ is/are allowed.
- 6) ☒ Claim(s) 1-18 is/are rejected.
- 7) ☐ Claim(s) _____ is/are objected to.
- 8) ☐ Claim(s) _____ are subject to restriction and/or election requirement.

Application Papers

- 9) ☒ The specification is objected to by the Examiner.
- 10) ☒ The drawing(s) filed on 6/20/2001 and 5/3/2004 is/are: a) ☐ accepted or b) ☒ objected to by the Examiner.
Applicant may not request that any objection to the drawing(s) be held in abeyance. See 37 CFR 1.85(a).
Replacement drawing sheet(s) including the correction is required if the drawing(s) is objected to. See 37 CFR 1.121(d).
- 11) ☐ The oath or declaration is objected to by the Examiner. Note the attached Office Action or form PTO-152.

Priority under 35 U.S.C. § 119

- 12) ☐ Acknowledgment is made of a claim for foreign priority under 35 U.S.C. § 119(a)-(d) or (f).
- a) ☐ All b) ☐ Some * c) ☐ None of:
1. ☐ Certified copies of the priority documents have been received.
2. ☐ Certified copies of the priority documents have been received in Application No. _____.
3. ☐ Copies of the certified copies of the priority documents have been received in this National Stage application from the International Bureau (PCT Rule 17.2(a)).

* See the attached detailed Office action for a list of the certified copies not received.

Attachment(s)

- | | |
|---|---|
| 1) <input checked="" type="checkbox"/> Notice of References Cited (PTO-892) | 4) <input type="checkbox"/> Interview Summary (PTO-413) |
| 2) <input type="checkbox"/> Notice of Draftsperson's Patent Drawing Review (PTO-948) | Paper No(s)/Mail Date. _____ |
| 3) <input type="checkbox"/> Information Disclosure Statement(s) (PTO-1449 or PTO/SB/08) | 5) <input type="checkbox"/> Notice of Informal Patent Application (PTO-152) |
| Paper No(s)/Mail Date _____ | 6) <input type="checkbox"/> Other: _____ |

Art Unit: 2129

DETAILED ACTION

This action is responsive to application **09/868,695** filed 09/26/2001 as well as the Amendment filed 10/7/2005. Claims 1-18 filed by Applicant have been entered and examined. An action on the merits of claims 1-18 appears below.

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Examiner requests that Applicant note that the Art Unit and Examiner for this Application have changed since the last Office Action. Please note the updated correspondence information at the bottom of this office action.

10 Examiner suggests that Applicant further define the following terms in the claims:

- “information indicative of a goal” – This is vague to the point of being accomplished by any abstract information such as “red” (which could indicate a desired color goal for an object) or “think” (which could be an abstract goal for the user to consider). The limitation of “information indicative of a goal” would be fulfilled by any instruction, such as “stop”
15 (indicative of the goal of ceasing some action or process). “If $x < 5$ then $x = x + 1$, else $x = x - 2$ ” represents software code indicating a goal of adding one to the variable x when x has a value less than five, but subtracting two if x has a value greater than or equal to five. Is the goal intended to be fulfilled by the user, the facilitator, or the presentation itself?
- “presentation” – The use of this term in the claims is ambiguous. WordNet 2.1 (©Princeton
20 University) has the following definitions (among others) for “presentation”:

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- the act of making something publicly available; presenting news or other information by broadcasting or printing it; *“he prepared his presentation carefully in advance”*
- a show or display; the act of presenting something to sight or view; *“the presentation of new data”; “he gave the customer a demonstration”*
- the act of presenting a proposal
- display; a visual representation of something

Art Unit: 2129

What does the "presentation" consist of? Examiner will use the broadest reasonable interpretation of the claims. Examiner interprets "presentation" to include any transmission of information by an entity or device, or any information that has been transmitted by an entity or device.

Priority

Acknowledgment is made of applicant's claim for priority based on application 09/218,945 filed in the United States on 12/22/98.

Oath/Declaration

Please ensure that the inventorship on file is correct for the presently claimed material. This application presents claims for subject matter not originally claimed or embraced in the statement of the invention. At the current time, all material claimed in this application is also claimed in application 09/868,695. The inventive entity of these two copending applications is not the same. Since no material claimed in the instant application adds any limitations to the material claimed in application 09/868,695, it appears that the single common inventor was responsible for all claimed subject matter. It does not appear that the other 15 named inventors are responsible for any claimed subject matter. If the inventive entity in the oath or declaration filed on 9/26/2001 does not consist of the inventors responsible for the presently claimed subject matter, a required supplemental oath or declaration is permitted under 37 CFR 1.48. Although 37 CFR 1.48 does not contain a diligence requirement for filing the request, once an inventorship error is discovered, timeliness requirements under 37 CFR 1.116 and 37 CFR 1.312 apply. The new oath or declaration must properly identify the application of which it is to form a part, preferably by application number and filing date in the body of the oath or declaration. See MPEP §§ 201.03, 602.01, 602.02, and 2137.01.

Art Unit: 2129

Drawings

55 The drawings have not been checked to the extent necessary to determine the presence of all possible minor errors. Applicant's cooperation is required in correcting any errors of which applicant may become aware in the drawings.

The drawings are objected to for the following reasons:

- 60 - Figures 1-30 contain references to WO 00/38149, PCT/US99/02737 and Substitute Sheet (Rule 26). This application is for a U.S. Patent and ancillary notation that obscures the clarity of the disclosure should be removed (MPEP §702)

This objection must be corrected.

Specification

65 The specification has not been checked to the extent necessary to determine the presence of all possible minor errors. Applicant's cooperation is required in correcting any errors of which applicant may become aware in the specification.

The specification is objected to for the following reasons:

- 70 - Pages 1-43 contain references to WO 00/38149, PCT/US99/02737 and Substitute Sheet (Rule 26). This application is for a U.S. Patent and ancillary notation that obscures the clarity of the disclosure should be removed (MPEP §702)

This objection must be corrected.

Claim Rejections - 35 USC § 103

75 Applicant's arguments have been fully considered but are moot in view of new grounds of rejection. The following is a quotation of 35 U.S.C. 103(a) which forms the basis for all obviousness rejections set forth in this Office action:

Art Unit: 2129

80 (a) A patent may not be obtained though the invention is not identically disclosed or described as
set forth in section 102 of this title, if the differences between the subject matter sought to be
patented and the prior art are such that the subject matter as a whole would have been obvious
at the time the invention was made to a person having ordinary skill in the art to which said
subject matter pertains. Patentability shall not be negated by the manner in which the invention
85 was made.

This application currently names joint inventors. In considering patentability of the claims under 35
U.S.C. 103(a), the Office presumes that the subject matter of the various claims was commonly owned at
the time any inventions covered therein were made absent any evidence to the contrary. Applicant is
90 advised of the obligation under 37 CFR 1.56 to point out the inventor and invention dates of each claim
that was not commonly owned at the time a later invention was made in order for the Office to consider
the applicability of 35 U.S.C. 103(c) and potential 35 U.S.C. 102(e), (f) or (g) prior art under 35 U.S.C.
103(a).

95 Claims 1-2, 4-11 & 13-18 are rejected under 35 U.S.C. 103(a) as being unpatentable over *Purcell* (USPN
5,727,161) in view of *Cook* (USPN 5,727,950) and in further view of *Goleh* (USPN 5,372,507).

Regarding claim 1:*Purcell* teaches,

100 - (a) receiving information indicative of a goal (C1-45, especially "electronic
spreadsheets are well-known and powerful planning and management tools.
Spreadsheets organize and present financial or accounting information"
C1 L29-40; Also see Figs. 7, 15, 19, 22-23, 34, 42-43, & 46-47)

- (b) integrating information that motivates accomplishment of the goal in a presentation
105 (C1-45 especially "The software further...the input data" C3 L12-22)

- (c) managing information flow utilizing a table of components (C1-45 especially "Each
spreadsheet page...numbers of cells" C11 L55-65)

Purcell fails to explicitly teach:

- (a) the goal being associated with a student in a specific task

Art Unit: 2129

- 110 - (c) each component encapsulating a behavior characteristic and data to support an associated set of services
- (d) evaluating progress toward the goal and providing feedback that further motivates accomplishment of the goal.

Goleh teaches:

- 115 - (a) the goal being associated with a student in a specific task (C1-14 especially "The present invention initially ... mastering the subject and engaging it professionally." C3 L24-45; Also "A method for teaching the practical application of a subject. The student is furnished ... a simulated life-like situation having a stated goal." Abstract)
- 120 - (d) evaluating progress toward the goal and providing feedback that further motivates accomplishment of the goal (C1-14 especially "The present invention initially ... student is guided through these tasks accompanied by the watchful eye of the tutorial that monitors and anticipates the student's progress. ... Should the student supply an erroneous answer, the tutorial will alert
- 125 the student to the error and request that the student supply the correct information. ... mastering the subject and engaging it professionally." C3 L24-45 and "The tutorial then evaluates the progress the student has made through the tutorial as a whole. ... tutorial first inquires of the student whether or not any prior transactions, including
- 130 the one just-completed, should be reviewed" C9 L20-35). *The feedback of requesting the student to correct errors motivates the student to correct the errors that have been made. Also inquiring of the student whether or not any transactions should be reviewed is feedback that motivates the student to consider the correctness and completeness of the work at hand, thereby further motivating the student to correct any noticed mistakes and complete any*
- 135 *omitted transactions. Since the goal is for the student to correctly complete the tasks provided, this limitation is clearly met.*

Art Unit: 2129

Motivation

Purcell and *Goleh* are from the same field of endeavor, computer-based finance. At the time of the invention, it would have been obvious to the person of ordinary skill in the art to train managers and investors using the machine-aided tutorial method of *Goleh* such that they understand how to use the spreadsheet analysis of *Purcell* to plan and manage economic investments and operations within a simulated life-like situation having a stated goal. Motivation for doing so would have been to provide "a life-like situation so that the student may gain hands-on experience...[and] so that the student can conveniently engage the tutorial method and so that the student's progress can be monitored by the computer...[and] to provide an interactive exercise that allows the student to independently assimilate the necessary guidelines required for performing the life-like situations presented to them" (*Goleh* C3 L54-68). Therefore, it would have been obvious to train managers and investors, with a machine-aided tutorial method, to use spreadsheet analysis to plan and manage economic investments and operations within a simulated life-like situation having a stated goal, as taught by the combination of *Purcell* and *Goleh*, for the benefit of allowing the student to independently assimilate the guidelines required for performing within provided life-like situation so the student may gain hands-on experience while the progress of the student is monitored by a computer.

The combination of *Purcell* and *Goleh* fails to explicitly teach:

- (c) each component encapsulating a behavior characteristic and data to support an associated set of services through a published interface

Cook teaches,

- (a) receiving information indicative of a goal, the goal being associated with a student in a specific task (C5-63 especially "Therefore, an exemplary preferred ABI system includes one or more student client systems 201, at which student 202 receives instructional presentations including homework" C15 L35-45 and "The ABI system provides an environment in which ... generate agent event

Art Unit: 2129

messages." C31 L35-50 and "Student linking ... including simply talking with
each other by voice or text or for joint work on a particular material
in which the students have either similar roles, as in developing a
document using a word processor, or different roles, as in a simulation
or game. Another activity of linked students includes group activities,
in which position of participants within a virtual environment
determines activity and role within activity. A final exemplary
activity for linking student groups is moderated activity, in which
participation is controlled by a special coordinating task that perhaps
executes on a server system. An example of this latter activity is a
spelling bee which is described in more detail subsequently." C46 L15-35
and "In an exemplary embodiment, this data subtype includes standard and
criteria data, usually set by the school system, which include
objectives and standards the student must meet in the particular
course, milestone data establishing objectives already met by the
student, data relating to the student's progress in the materials, data
relating to the student's use of tools in the materials, and
performance data" C49 L1-20 and "Progress data includes data ... Performance
data 1112 relates to student's performance over several lessons in the
materials and can include mean performance, weighted moving averages of
performance, patterns of performance, use of hints, use of retries, and
needed remediation ... to determine whether student performance is
improving or declining" C49 L1-20 and "A further important object of this
invention is to ... present to students a variety of interactive,
adaptive, and self-paced computer-assisted instruction and homework
materials in a manner which informs the agent of a student's progress
and performance and which permits the agent to manage or control the

Art Unit: 2129

materials to the student's pedagogic characteristics. Thereby, the ABI system can effectively guide and engage students in their educational tasks" C6 L55-65 and "The materials engine can adjust its sequence of presentation in response to student responses. ... these patterns of interactions can be analyzed to provide more adaptive responses from the system." C11 L20-45; Also see Fig. 4); *It is clear that information indicative of a goal is associated with a student in a specific task, such as a spelling bee or a specific learning assignment.*

- (b) integrating information that motivates accomplishment of the goal for use in a presentation (C5-63 especially "it accepts data...appropriate candidate behaviors" C5 L39-55 and "The on-screen agent instructs, motivates, engages and guides its student" C5 L55-C6 L10 and "in the case of a communication triggered by good performance, the agent can select the display of sound and video clips, from a data snips library, that the student finds pleasing. The agent can further make reward graphics available on the student's screen for a period of time" C14 L15-30 and "The affect further characterizes the intent of the utterance. For example, an utterance of a "congratulations" type ... is important so that the virtual tutor aspect of the ABI system engage the student in order to improve instructional results" C58 L15-40 and "In the ABI system, the agent builds an adaptive model of its student's pedagogic characteristics, in other words the student's cognitive styles, by monitoring the course of the student's interactive instruction." C12 L20-25 and "Agent software 108 in the ABI system builds an adapting pedagogic or cognitive model of its student ... preferably include the information from which this model is built. In general, event messages must include such content as is necessary to describe and parametrize the pedagogic or cognitive style

Art Unit: 2129

models adopted by the materials in an implementation of the ABI system."

C14 L55-63); *The student pedagogic model is concerned with how a student learns. The agent uses this model to determine what learning styles motivate the student such that the agent may maximize tutoring effectiveness.*

- (c) managing information flow utilizing a table of components, each component encapsulating a behavior characteristic and data to support an associated set of services (C5-63 especially "FIG. 2A also shows an exemplary screen layout ... preferably

partitioned so that principal components of this invention are displayed; ... Materials area 220 is for the instructional materials, tools, and communication materials to present visual display objects and for these components to receive interactive input. ... The system

area at top includes toolbar 218 for selecting particular available system components. In particular, always available on this toolbar are selection icons 219 for the calendar and scheduling tool. ... This software provides, among other services, support for I/O devices

attached to the client, a file system with cache control, lower level network protocols, such as TCP/IP and ATM, and higher-level network

protocols, such as HTTP V2.0. Basic shared ABI system capabilities are provided by executive software 223. ... Such downloading can utilize higher level network transfer protocols, or alternatively, directly use lower level network protocols." C16 L50-C17 L40 and "Instructional

Materials: the components of a course of instruction ... to the student."

C9 L55-63 and "Tools Data: the content ... Virtual Tutor: the ABI system components acting together to emulate a human tutor; ... personal tutor"

C10 L25-35 and "§5.1.1 Functional Components ... from the system" C10 L41-C11

L42 and "This optional capability serves ... the operating system

components to maintain some form of version control of the read-only

Art Unit: 2129

245 data. ... access the ABI system services from any available client system
at any time by simply downloading the student data object to that
client system." C16 L15-30); *The table in Figure 2A allows a user access to various
components of the invention through a published user interface. These components clearly
encapsulate behaviors and data that are essential to providing associated services as disclosed*
250 *in the above references and throughout the disclosure of the invention.*

- (d) Evaluating progress toward the goal (C5-63 especially "In an exemplary
embodiment, this data subtype includes standard and criteria data,
usually set by the school system, which include objectives and
standards the student must meet in the particular course, milestone
255 data establishing objectives already met by the student, data relating
to the student's progress in the materials, data relating to the
student's use of tools in the materials, and performance data" C49 L1-20)
and providing feedback that further motivates accomplishment of the goal (C5-63 especially "in
the case of a communication triggered by good performance, the agent
260 can select the display of sound and video clips, from a data snips
library, that the student finds pleasing. The agent can further make
reward graphics available on the student's screen for a period of time.
On the other hand, in the case of error the agent can point to the
screen location of the error" C14 L15-30 and "in response to a previous high
265 or increasing error rate of the student, the on-screen agent presents a
meta-response 508 commenting on the pedagogic nature of the student's
error. Further, it activates a persona 507 to engage the student's
attention. This persona can advantageously include animation, audio,
and speech output of the displayed text" C26 L35-65 and "A further
270 important...student's pedagogic characteristics" C6 L55-65; Also see Figure 4);

Motivation

Art Unit: 2129

Cook and the combination of *Purcell* and *Goleh* are from the same field of endeavor, computer-based instruction. At the time of the invention, it would have been obvious to the person of ordinary skill in the art to use the agent based instruction system of components with its pedagogic model as disclosed by *Cook* to improve upon the training of managers and investors, with a machine-aided tutorial method, to use spreadsheet analysis to plan and manage economic investments and operations within a simulated life-like situation having a stated goal as taught by the combination of *Purcell* and *Goleh*. Motivation for doing so would have been to provide "to utilize augmented computer-assisted instruction materials which present to students a variety of interactive, adaptive, and self-paced computer-assisted instruction and homework materials in a manner which informs the agent of a student's progress and performance and which permits the agent to manage or control the materials to the student's pedagogic characteristics. Thereby, the ABI system can effectively guide and engage students in their educational tasks" (*Cook* C6 L57-65) because "It is clear to those of skill in the art that by providing interactive, adaptive, and self-paced computer-assisted instruction and homework delivered over widely available computer networks this invention has immediate application in public, private, and commercial school environment of all levels. Educational research shows that instruction and homework of these characteristics improves students' educational outcomes" (*Cook* C8 L5-12) and "for interactive, adaptive, and individualized computer-assisted instruction" (*Cook* Abstract, sentence 1) and for such instruction to be "available to geographically dispersed students and from geographically dispersed schools" (*Cook* C6 L35-56). Therefore, it would have been obvious to combine *Cook* with the combination of *Purcell* and *Goleh* to get an interactive, adaptive, self-paced computer-assisted instruction and homework system delivered over widely computer networks to allow managers and investors to learn, in the individualized instruction style

Art Unit: 2129

best suited to them, to use the spreadsheet analysis to plan and manage economic investments and operations within a simulated life-like situation having a stated goal for the benefit of individualized instruction available to geographically dispersed students from geographically dispersed training centers.

Regarding claim 2:

Cook discloses:

the step of instantiating a component from the table of components to measure progress toward the goal (C5-63 especially "data subtype includes ... objectives and standards the student must meet in the particular course, milestone data establishing objectives already met by the student, data relating to the student's progress in the materials, data relating to the student's use of tools in the materials, and performance data. Progress data includes data necessary for the student to leave the materials and resume the materials at the prior point" C49 L1-17 and "Teachers and administrators ... even one student" C11 L43-50 and "In the case of shared work on one materials, communications materials can generate events recording how this student in progressing with the shared materials; in the case of a contest such as a spelling bee, events recording how this student is progressing in the contest with respect to other contestants. In addition, in a preferred embodiment agent software 108 also receives messages describing the progress of the student through specific instructional materials. For example, in the case of mathematics materials, such messages can include information that the student is making errors in problems requiring finding common denominators. These event message should preferably all information that can be of interest to teachers and administrators for tracking

Art Unit: 2129

student progress and tracking course adequacy" C14 L1-16). *Cook clearly instantiates data types to measure the progress of the student within the materials.*

Regarding claim 2:330 *Goleh* discloses:

the step of instantiating a component from the table of components to measure progress toward the goal (C1-14 especially "The present invention initially provides the accounting student with a progression of instructional and/or informative screens that set forth the knowledge required to accomplish the real-like tasks that will be required of the student. Through a menu-based system, the student is guided through these tasks accompanied by the watchful eye of the tutorial that monitors and anticipates the student's progress. As the student progresses through the tutorial, information that is necessary to the student's successful completion of the task at hand may be presented in the appropriate context most conducive to the student's best learning of the immediate subject" C3 L24-40 and "The tutorial then evaluates the progress the student has made through the tutorial as a whole" C9 L20-25).

345 **Regarding claim 4:***Cook* discloses:

instantiating a component from the table of components to analyze progress and determine appropriate feedback (C5-63 especially "objectives and standards the student must meet in the particular course, milestone data establishing objectives already met by the student, data relating to the student's progress in the materials, data relating to the student's use of tools in the materials, and performance data. Progress data includes data necessary

Art Unit: 2129

for the student to leave the materials and resume the materials at the prior point" C49 L1-17 and "In the case of shared work on one materials, communications materials can generate events recording how this student in progressing with the shared materials; in the case of a contest such as a spelling bee, events recording how this student is progressing in the contest with respect to other contestants. In addition, in a preferred embodiment agent software 108 also receives messages describing the progress of the student through specific instructional materials. For example, in the case of mathematics materials, such messages can include information that the student is making errors in problems requiring finding common denominators. These event message should preferably all information that can be of interest to teachers and administrators for tracking student progress and tracking course adequacy" C14 L1-16 and "These named display ... to generate displays" C60 L15-30 and "in the case of a communication triggered by good performance, the agent can select the display of sound and video clips, from a data snips library, that the student finds pleasing. The agent can further make reward graphics available on the student's screen for a period of time. On the other hand, in the case of error the agent can point to the screen location of the error" C14 L15-30 and "in response to a previous high or increasing error rate of the student, the on-screen agent presents a meta-response 508 commenting on the pedagogic nature of the student's error. Further, it activates a persona 507 to engage the student's attention. This persona can advantageously include animation, audio, and speech output of the displayed text" C26 L35-65; Also see Figure 4).

Regarding claim 4:

Art Unit: 2129

380 *Goleh* discloses:

instantiating a component from the table of components to analyze progress and determine appropriate feedback (C1-14 especially "The present invention initially provides the accounting student with a progression of instructional and/or informative screens that set forth the knowledge required to accomplish the real-like tasks that will be required of the student. Through a menu-based system, the student is guided through these tasks accompanied by the watchful eye of the tutorial that monitors and anticipates the student's progress. As the student progresses through the tutorial, information that is necessary to the student's successful completion of the task at hand may be presented in the appropriate context most conducive to the student's best learning of the immediate subject" C3 L24-40).

395 **Regarding claim 5:***Cook* discloses:

the step of instantiating a component from the table of components to evaluate options and present appropriate feedback to assist a student to achieve the goal (C5-63 especially "the ABI system ... of task scheduling" C29 L14-30 and "These named display ... to generate displays" C60 L19-30)

Regarding claim 6:*Cook* discloses:

instantiating a component from the table of components to simulate a business application (C5-63 especially "An object of this invention is reporting of ... in existing

Art Unit: 2129

computer-assisted instruction systems" C7 L42-50 and Table 3 in C52 L55-65 and "These named display ... to generate displays" C60 L19-30).

Regarding claim 6:410 *Goleh* discloses:

instantiating a component from the table of components to simulate a business application (C1-14 especially "Upon correctly preparing the post-closing trial balance, the tutorial programs has been completed by the student 314. The student has completed a life-like tutorial using tools and materials similar to that of a real-life accountant in a real-life situation. The different tasks performed by the student are available for review" C12 L59-65 and "In one embodiment of the accounting tutorial embodiment, sixty-three (63) different transactions are subject to correct student interpretation and responses. These sixty-three transactions represent the entirety of transactions for one accounting period (one month) for a fictional auto parts supply shop. Once the student has correctly entered all sixty-three transactions into the books of the auto supply shop, the tutorial recognizes at step 256 in FIG. 2c that the transactions are at an end and that the month-end accounting procedure now needs to be engaged. Other accounting tutorial embodiments can present transaction for other forms of businesses like services, manufacturing, etc" C10 L5-17).

Regarding claim 6:*Purcell* discloses:

430 instantiating a component from the table of components to simulate a business application (C1-45 especially "Compared to conventional formats of quantitative information on business-financial plan, such as ubiquitous spreadsheet tables, each of

Art Unit: 2129

the invention's graphic analyses represents development and delivery of a vast amount of planning and decision-making information and value in concise visual format" C33 L10-17 and "With a very wide range of business-financial users, most of which are not mathematical experts, this spreadsheet characteristic facilitates wider business-financial use" C12 L25-30; Also see Figures 1-54).

440 Regarding claim 7:*Purcell* discloses:

instantiating a component from the table of components to interact with a quantitative analysis model to perform what-if analysis (C1-45 especially "In a first integrated or subcombination process, steps 610-612 are performed. From these steps, the computer system 100 through user selection of a goal and one or more factors develops and displays graphic analyses showing goal-factor relationships and panoramas of combinations of factor variant data and goal variant data across ranges above and below values contained in the spreadsheet plan-model, representing a great number of what-if possibilities. A second integrated process or subcombination adds the step 613 to steps 610-612. Specifically, after the created graphic analysis with graph lines is displayed, interactive explorations of what-if possibilities are conducted" C13 L49-62; Also "Selected graphic analyses can be saved in a method and customized user interface that simplify later redevelopment of the graphic analyses ready for further interactive moves to what-if possibilities" Abstract, last sentence).

Regarding claim 8:*Cook* discloses:

Art Unit: 2129

460 instantiating a component from the table of components to interact with a student utilizing rule-
based logic (C5-63 especially "The materials data includes display objects
containing the substance of the instruction, logic to sequence the
display according to student input, and notations" C7 L1-5 and "The second
step is the selection of the sequencing logic for the ordered display
465 of the objects to the student and the educationally appropriate
reaction to student requests and responses. The sequencing logic can
reference instructional controls set by agent software 108, such as a
command to increase example density, and preferably is chosen in light
of principles of educational psychology and practice as detailed above.
470 The third step is the specification of interactions with a student's
agent or virtual tutor, a key component of the ABI system. This
specification is made by augmenting the sequencing logic with
"notations," which are referenced, called, or executed by the
sequencing logic during object presentation and that communicate with
475 the agent, in a preferred embodiment by exchanging messages. In the ABI
system, the agent builds an adaptive model of its student's pedagogic
characteristics, in other words the student's cognitive styles, by
monitoring the course of the student's interactive instruction" C12 L5-25
and "These named display ... to generate displays" C60 L19-30 and "The
480 sequencing logic causes this display in view of the variables and other
information in the materials data and any student input" C42 L15-20).

Regarding claim 9:*Cook discloses:*

485 instantiating a component from the table of components to present a time based simulation (C5-
63 especially and "The following general principles ... the system preferably

Art Unit: 2129

provides task specific hints or suggestions if no user input is received in a time period adaptively determined. ... current context" C28 L12-25 and "The corresponding event message can include ... the expected time to complete ... In response, the materials can generate several messages: a first message can include the time required to make the answer ... Another educationally significant point can be a long delay in receiving the next student input, at which point the materials engine can send an asynchronous message indicating the time elapsed" C13 L45-65 and "Exemplary coaching parameters include the time pacing of exercises, the new concept seeding rate and the density of examples. In this manner, the materials can present interactive instruction according to optimal values of the pedagogic characteristics or cognitive styles of each student as determined from the agent's observation of its student" C13 L1-10 and "The scheduling/calendar tool ... Selection of each of these parts brings up daily and monthly scheduling functions. These function can either prescribe the student's next activity or permit choice where the student has excess time or demonstrated personal scheduling ability" C25 L50-60 and "Displays from the ABI System ... time increases downward. ... at the arrow's head" C27 L50-60 and "Schedule/calendar component ... the time expected for the student to complete an activity, as determined from the student's past performance also stored ... schedule/calendar can permit OS task creation requested by the student ... and student data object" C34 L40-65 and "Having completed all possible processing of the student input action, the system now waits at wait point 717 for the next student action or time interval" C39 L64-67 and "The spelling bee activity can be scheduled for ... or selected by the student. ... No response within a specified amount of time is taken as indicating a

Art Unit: 2129

515 desire not to join. ... If enough eligible students join the spelling
bee, the server task continues, otherwise it sends a termination
message ... and reports results" C47 L35-67 and "Materials specific
performance includes, for example, weighted moving averages of data on
the student's response time and response latency" C63 L3-8; Also see Table 3 in
C52 L55-65). *The prior art referenced contains clear examples of this limitation on multiple levels*
520 *of reasonable interpretation. One example is the schedule/calendar, which is the overarching*
time based simulation of scheduled activities. The activities themselves are also time-based
simulations, since the student responses may be timed and a visible timer is disclosed for
keeping the student aware of the remaining time for acting on the material presented.

525 **Regarding claims 10-11 & 13-18:**

Claims 10-11 & 13-18 are rejected on the same grounds as claims 1-2 & 4-9 respectively, as detailed
above.

Claim Rejections - 35 USC § 103

530 Claims 3 and 12 are rejected under 35 U.S.C. 103(a) as being unpatentable over *Purcell* (USPN
5,727,161), *Cook* (USPN 5,727,950), and *Goleh* (USPN 5,372,507) as applied to claims 1-2, 4-11 & 13-
18 above, and further in view of *Clancey* (USPN 4,847,784).

Regarding claim 3:

535 The combination of *Purcell*, *Goleh*, and *Cook* fails to explicitly teach:

the step of instantiating a component from the table of components to interrupt and interview a
student to obtain information to measure progress toward the goal and determine appropriate
feedback.

Clancey discloses:

Art Unit: 2129

540 the step of instantiating a component from the table of components to interrupt and interview a student to obtain information to measure progress toward the goal and determine appropriate feedback (C1-18 especially "When any of the interrupt conditions 30 occur during the test consultation, the test consultation is interrupted and the evaluation system 34 is operated to prompt the student 27 for

545 information pertaining to the condition having caused the interrupt. ... After probing the student 27 for a response, the response is compared to the knowledge in the knowledge base 22 pertaining to the interrupt condition in order to evaluate the student's knowledge and performance. As shown in FIG. 2, the result of the comparison is recorded as a

550 record 46 of the student's knowledge and performance" C9 L60-C10 L16 and "The instruction is therefore easily tailored to the subject domain and the needs of the student by appropriately selecting the trap expressions and the test cases. The trap expressions and the test cases are, for example, stored in a case library, and the cases could be

555 ranked, for example, in order of increasing difficulty and student experience level" C15 L40-50).

Motivation

Clancey and the combination of *Purcell*, *Goleh*, and *Cook* are from the same field of endeavor, computer-based instruction. At the time of the invention, it would have been obvious to the

560 person of ordinary skill in the art to add the interruption and interviewing taught by *Clancey* to evaluate the progress of the student and provide appropriate feedback in the interactive, adaptive, self-paced computer-assisted instruction and homework system delivered over widely computer networks to allow managers and investors to learn, in the individualized instruction style best suited to them, to use the spreadsheet analysis to plan and manage economic investments

565 and operations within a simulated life-like situation having a stated goal as taught by the combination of *Purcell*, *Goleh*, and *Cook*. Motivation for doing so would have been "to

Art Unit: 2129

provide a practical domain-independent tutor shell accepting the knowledge base of a consultation system and providing instruction tailored to the subject domain and the needs of the student ... which easily accepts domain-dependent tutoring knowledge from a user ... [and] to provide a knowledge based tutor capable of extending its own knowledge base" (*Clancey* C6 L1-30) in "a practical domain-independent tutor shell accepting the knowledge base of a consultation system and providing instruction tailored to the subject domain and the needs of the student. For easily accepting domain-dependent tutoring knowledge from a user, the domain knowledge base is analyzed for possible interrupt conditions or traps which may occur during a test consultation ... Moreover, the computer execution time during a consultation interrupt is substantially decreased by compiling and indexing portions of the domain knowledge base which relate to the interrupt conditions" (*Clancey* C15 L30-60). Therefore, it would have been obvious to combine *Clancey* with the combination of *Purcell*, *Goleh*, and *Cook* to get an interactive, adaptive, self-paced computer-assisted instruction and homework system, capable of interrupting and interviewing the learner to evaluate progress and provide appropriate feedback, delivered over widely computer networks allowing managers and investors to learn, in the individualized instruction style best suited to them, to use the spreadsheet analysis to plan and manage economic investments and operations within a simulated life-like situation having a stated goal for the benefit of providing instruction tailored to the subject domain and the needs of the student while decreasing the computer execution time during a consultation interrupt by compiling and indexing portions of the domain knowledge base which relate to the interrupt conditions.

Regarding claim 12:

Claim 12 is rejected on the same grounds as claim 3, as detailed above.

Art Unit: 2129

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RESPONSE TO APPLICANTS' AMENDMENT REMARKS

Applicant's arguments with respect to the rejections of claims 1-18 have been considered but are moot in view of the new ground(s) of rejection.

Conclusion

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The prior art made of record and not relied upon is considered pertinent to applicant's disclosure.

- Draman ("A generic architecture for intelligent simulation training systems") is directed to an object-oriented model for training systems with adaptive, interactive, pseudo-real-time simulations..

Double Patenting

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The nonstatutory double patenting rejection is based on a judicially created doctrine grounded in public policy (a policy reflected in the statute) so as to prevent the unjustified or improper timewise extension of the "right to exclude" granted by a patent and to prevent possible harassment by multiple assignees. A nonstatutory obviousness-type double patenting rejection is appropriate where the conflicting claims are not identical, but at least one examined application claim is not patentably distinct from the reference claim(s) because the examined application claim is either anticipated by, or would have been obvious over, the reference claim(s). See, e.g., *In re Berg*, 140 F.3d 1428, 46 USPQ2d 1226 (Fed. Cir. 1998); *In re Goodman*, 11 F.3d 1046, 29 USPQ2d 2010 (Fed. Cir. 1993); *In re Longi*, 759 F.2d 887, 225 USPQ 645 (Fed. Cir. 1985); *In re Van Ornum*, 686 F.2d 937, 214 USPQ 761 (CCPA 1982); *In re Vogel*, 422 F.2d 438, 164 USPQ 619 (CCPA 1970); and *In re Thorington*, 418 F.2d 528, 163 USPQ 644 (CCPA 1969).

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A timely filed terminal disclaimer in compliance with 37 CFR 1.321(c) or 1.321(d) may be used to overcome an actual or provisional rejection based on a nonstatutory double patenting ground provided the conflicting application or patent either is shown to be commonly owned with this application, or claims an invention made as a result of activities undertaken within the scope of a joint research agreement.

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Effective January 1, 1994, a registered attorney or agent of record may sign a terminal disclaimer. A terminal disclaimer signed by the assignee must fully comply with 37 CFR 3.73(b).

Claim1-18 provisionally rejected on the ground of nonstatutory obviousness-type double patenting as being unpatentable over claims 1-16, 19, and 17, respectively, of copending Application No. 09/868,669.

Although the conflicting claims are not identical, they are not patentably distinct from each other because

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all limitations claimed in the instant applications can be found in the copending application. The claims found in Application No. 09/868,669 add the additional limitation of a spreadsheet format for the goal and a published interface for the table of components. It would be obvious to remove these limitations, so the

Art Unit: 2129

claims found in the instant application are rejected as being obvious over the claims of the copending application.

630 This is a provisional obviousness-type double patenting rejection because the conflicting claims have not in fact been patented.

Correspondence Information


Any inquiry concerning this communication or earlier communications from the examiner should
635 be directed to Benjamin J. Buss whose telephone number is 571-272-5831. The examiner can normally be reached on M-F 9AM-5PM.

If attempts to reach the examiner by telephone are unsuccessful, the examiner's supervisor, David Vincent can be reached on 571-272-3080. The fax phone number for the organization where this application or proceeding is assigned is 571-273-8300.

640 Information regarding the status of an application may be obtained from the Patent Application Information Retrieval (PAIR) system. Status information for published applications may be obtained from either Private PAIR or Public PAIR. Status information for unpublished applications is available through Private PAIR only. For more information about the PAIR system, see <http://pair-direct.uspto.gov>. Should you have questions on access to the Private PAIR system, contact the Electronic Business Center (EBC)
645 at 866-217-9197 (toll-free).

Benjamin J Buss
Examiner
Art Unit 2129

BJB


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